**Office of
Library &
Information
Services**

Library Programs

FIVE-YEAR PLAN

2003 - 2007

for the use of available federal funds under the
Library Services and Technology Act

Approved by the Library Board of Rhode Island July 2002

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RHODE ISLAND LIBRARY NEEDS ASSESSMENT 2003-2007

The needs of Rhode Island libraries reflect the needs of the people of the state. Libraries do not operate in a vacuum; they try to meet the needs identified within their communities or service groups in whatever way is defined by each library. Collaboration and cooperation is ubiquitous in Rhode Island, although much of this is within the boundaries of type (i.e. public, academic, school, special.)

In preparation of its Five-Year Plan for the years 2003-2007, the RI Office of Library & Information Services (OLIS) has considered a variety of information, studies and publications. The "environmental scan" summarizes the findings that are useful in identifying the needs that determine priorities for use of LSTA funds allotted to the State of Rhode Island.

ENVIRONMENTAL SCAN

POPULATION
The 2000 census identified 1,048,319 individuals as living in the state of Rhode Island. This is an increase of 4% from 1990.

ETHNIC/CULTURAL DIVERSITY
Rhode Island is a culturally and ethnically diverse state. The total Hispanic population has almost doubled since 1990. In one urban core city almost half of the population is now Hispanic.

An estimated one in eight Rhode Islanders is foreign-born, making Rhode Island home to the highest number of immigrants per capita in the country. *(United Way)* The Federation for American Immigration Reform (FAIR) reported that Rhode Island's foreign-born population is 125,458 people or 12.4% of the population (using 2000 Census data). There are 56,284 naturalized U.S. Citizens (44.9%), 27,449 legal immigrants and an estimated 12,000 illegal aliens. According to FAIR, the Census Bureau has estimated that in July 2001 Rhode Island's population was 1,058,920 residents. Of that increase, it was estimated that the population increased by about 3,700 (34.5% of the increase) as a result of net international migration (immigrant settlement).

According to *The Providence Journal,* RI's primary newspaper, Rhode Island has the highest concentration in New England of people who do not speak English at home - some 20 percent of the population, compared to 19 percent in MA, 18 percent in CT, 8 percent in NH and ME, and 6 percent in VT.

INCOME
In mid-May 2002, the Census Bureau released a "snapshot" of the state that *The Providence Journal* called "a picture of teetering cities and blossoming suburbs and rural communities," adding, "Rhode Island's storied manufacturing centers – which fueled the state's economy from the beginning of the 19th century through World War II – are now the sick communities of the 21st century." After adjusting for inflation, the *Providence Journal* stated that the median income in almost all of Rhode Island's urban areas has declined considerably since the last census figures. Further, it was reported that the median household income in Rhode Island ranks fourth in New England, behind CT, MA and NH, and ahead of VT and ME.

Rhode Island has New England's highest proportion of people living below the federal poverty level, with about 9 percent of Rhode Islanders falling into that category, compared to 8 percent in ME, 7 percent in MA, 6 percent in CT and VT, and 4 percent in NH. *(The Providence Journal)*

Five core cities- Providence, Newport, Central Falls, Pawtucket and Woonsocket - have 30 percent of the state's population, but 60 percent of the poor. These five core cities have nearly 11,000 vacant lots, representing a loss of some $1.3 billion in assessed valuations. Over the last 10 years, these cities have lost 22,000 residents. *(United Way)*

During this time, their effective tax rates have jumped 44 percent, however, - - nearly 2.5 times the rise in suburban tax rates. Over the last 20 years, non-urban Rhode Island communities have gained 50,000 private-sector jobs; cities have lost 5,000 jobs. *(United Way)*

According to the Model-Based Income and Poverty Estimates for Rhode Island in 1997 the U.S. Census stated that there were 108,836 people of all ages in poverty (up from the 1990 census); 12,084 people under 5 in poverty. The median household income is $36,699, lower than the national median.

AGE
Almost 24% of the population recorded in the 2000 census are under 18 years of age. Six percent (6%) are under 5 years of age. Persons 65 or older are 14.5% (152,402) of the population of Rhode Island as compared to 12.4% nationally.

CHILDREN
The Providence Journal recently reported that the number of RI children living below the poverty line increased by more than 30 percent in the last 10 years. RI Kids Count, a child-advocacy organization, reported that more than 40 percent of the children in two of the core urban cities, Providence and Central Falls, live in poverty.

According to the *Kids Count Factbook 2001*, the state's child population of Hispanic/Latino children outpaced Census projections and reversed the downward trend that had existed from 1980 to 1990. In 1990, 16,100 of Rhode Island's children were of Hispanic origin. The 2000 Census reported that 35,000 of Rhode Island's children were of Hispanic or Latino origin, a 117% increase in the last decade! In addition, twenty-eight percent (28%) of White children, 55% of Black children and 61% of Hispanic children in Rhode Island lived in a single parent family in 1998. "Fifteen percent (15%) of White children lived in poor families in Rhode Island in 1998, compared to 35% of Black children, 37% of Asian children, 35% of American Indian children and 49% of Hispanic children in the state."

Child Care and Head Start

• In 1996, only 41% of 3 to 5 year olds whose families had incomes below the poverty line were enrolled in early care and education programs in the U.S. compared to 58% of children whose families had incomes above the poverty line. Hispanic children were the least likely to participate in early childhood programs in the two years preceding kindergarten.

• In the U.S., Hispanic children face the most barriers to reading proficiency because they are more likely to be poor, less likely to attend pre-school, and more likely to have parents that have not finished high school. (*Kids Count Factbook 2001*)

The Rhode Island Department of Elementary and Secondary Education reports that the number of public school students eligible to receive free or reduced lunch; i.e., children living in families whose

incomes are at or below 185% of FPL – (the Federal poverty level) has grown from 31,046 in 1990-91 to 50,562 in 1998-99, an increase of 19,516 students (62.9% increase). *(United Way)*

EDUCATION

Rhode Islanders are generally better educated than they have been in the past. The number of residents without a high-school education has plummeted, while the number of those with a college education or more has jumped to its highest ever recorded, 26 percent of the population 25 years or older.

Despite big gains in the educational levels of Rhode Islanders, however, the state still lags behind all the other New England states except Maine in the proportion of the population with a bachelor's degree or higher. *(The Providence Journal)*

The United Way of Southeastern New England reports:

- The proportion of residents aged 25 and up with at least a high-school diploma is the smallest among the six New England states, and the proportion with at least a four-year college degree is second to the smallest - ahead only is Maine's.

- Nearly 81 percent of Rhode Islanders 25 and up had high school diplomas as of March 1999 – up from 73 percent in 1989 and 21 percent in 1940, the earliest available record. And nearly 27 percent had at least a four-year college degree - up from about 20 percent in 1989 and 4.5 percent in 1940.

Although Rhode Island ranked second to last among the New England states in its percentage of college graduates, it ranked 15th nationally.

- United States (1999) High School Graduate or more: 83.4%; college graduate or more: 25.2%. Rhode Island (1999) High School Graduate or more: 80.9%; college graduate or more 26.8%.

- In Rhode Island, of the 5,253 people who took one or more GED tests in 1999, 2,623 completed the test series, and 2,232 passed.

- There exists a significantly low level of adult literacy in Rhode Island; 46% of the adult population is performing below minimum standards.

- In a report issued in August 2001, the RI Dept. of Education reported: "**State's SATs drop, ending three-year streak of improved scores**"

    o RI Commissioner of Education McWalters noted that the SAT scores confirm what the state's own tests have shown: that there are "two Rhode Islands—the urban school districts and the rest of the state." Students in the state's urban public high schools (in Central Falls, Newport, Pawtucket, and Providence) scored 442 on the SAT verbal and 446 on the SAT mathematics, more than 50 points lower than the state as a whole.

    o In addition, the gap between white and minority students continues to exist, though black students improved this year by a total of 11 points and Asian students by 28 points. Hispanic students' scores declined by 16 points.

DISABILITIES

An aging population usually reflects higher numbers of individuals with disabilities. The *Rhode Island Disability Chartbook, 2000* states that 21% of the population has been identified as having disabilities. It provides the following information:

- The rate of disability increased substantially with age, ranging from 14% for those aged 18-44 to 45% for those over 75.

- The rate of disability was higher among women, and persons with lower education and lower household incomes, due partly to high proportion of the elderly in these groups.

- Employment rate was strongly associated with disability status. Among working age (18-64) adults, 31% of persons with severe disabilities, 62% of persons with moderate disabilities, and 81% of persons with no disabilities were either employed for wages or self-employed.

- The differences in employment rates by disability status clearly led to the disparities in annual household incomes. Among those aged 18-64, 58% of persons with severe disabilities, 37% of persons with moderate disabilities, and 20% of persons with no disabilities had annual household incomes less than $25,000.

People with disabilities would have difficulty using library facilities and technology. Of the major impairments listed in this report, statistics of interest to libraries would be:

DISABILITY	1998	2000
Back or neck problem	16.1 %	16.2%
Arthritis / rheumatism	11.4%	14.3%
Lung / breathing problem	9.0%	5.5%
Heart problem	8.1%	9.7%
Fractures, bone / joint injury	7.2%	6.9%
Walking problem	5.9%	4.1%
Eye / vision problem	2.7%	3.0%
Hearing problem	1.3%	.6%

According to the 1998 Rhode Island Behavioral Risk Factor Survey, an estimated 155,000 people, or 21%, of the non-institutionalized Rhode Island adult (ages 18 and older) population had some degree of disability due to an impairment or health problem. As the U.S. population gets older, the number of people with a disability is expected to increase sharply in the next couple of decades. (In their update to the *Chartbook*, the RI Department of Health updated their statistics using the 2000 Rhode Island BRFSS data: 183,000 adults with disabilities or 24.6%).

People of all ages, races, and ethnicities are moving more and more to an online environment. Having access and the ability to use online tools is especially important to members of our community who have difficulties due to physical or mental constraints. The tremendous communications capabilities of the Internet could provide an important tool to help people with disabilities to overcome certain of the challenges they face. However, the data show that people with disabilities are less likely than the population as a whole to use computers or the Internet. (A Nation Online…Feb.2002)

A survey conducted in January 2002 through the *TechACCESSory* newsletter, a newsletter for disabled individuals and service providers, provided some insights into use of libraries in Rhode Island. People were asked to finish the sentence "I would use my public library if… "(Selected comments listed below.)

- o the library would be more accessible to my legally blind child if its computers had a large print screen and/or speech output
- o I had staff to go with me

- o I could get transportation and have more computer skills
- o staff could get disability sensitivity/awareness training
- o services were expanded
- o there were more captioned videos
- o a teacher should be there for people with disabilities
- o they had a room where consumers could talk without having to be very quiet

A public library survey completed in 2001 indicated that most libraries in Rhode Island are accessible and that the libraries have attempted to provide some specific services and equipment for people with disabilities. A focus group the same year clarified that it would be helpful for libraries to contact local disability groups, people or organizations in their communities to describe current services and elicit the need for others that could be addressed.

THE DIGITAL DIVIDE IN THE NATION

"There has always been a gap between those people and communities who can make effective use of information technology and those who cannot. Now, more than ever, unequal adoption of technology excludes many from reaping the fruits of the economy.

We use the term "digital divide" to refer to this gap between those who can effectively use new information and communication tools, such as the Internet, and those who cannot. While a consensus does not exist on the extent of the divide (and whether the divide is growing or narrowing), researchers are nearly unanimous in acknowledging that some sort of divide exists at this point in time." *(Digital Divide Network)*

There is a sizable segment of the U.S. population (as of September 2001) 46.1 percent of persons and 49.5 percent of households that does not use the Internet. These non-users include:

- People in households with low family incomes — 75.0 percent of people who live in households where income is less than $15,000 and 66.6 percent of those in households with incomes between $15,000 and $35,000.

- Adults with low levels of overall education—60.2 percent of adults (age 25 +) with only a high school degree and 87.2 percent of adults with less than a high school education.

- Hispanics—68.4 percent of all Hispanics and 85.9 percent of Hispanic households where Spanish is the only language spoken.

- Blacks—60.2 percent of Blacks

"Different rates of computer and Internet use result from such factors as income, education, use at school, and use at work in different occupations. Income still matters because computers and Internet subscriptions still cost a significant amount of money. On the other hand, income becomes less a factor as prices of computers and Internet subscriptions decline. For school-age children, we found substantial differences in home access to computers and the Internet according to household income. When school and library use are taken into account, however, differences in computer and Internet use among children were much smaller. Among adults, higher levels of education are

associated both with greater income and with occupations that tend to use computers and the Internet at work. Once again, we found that computers and the Internet were becoming more common in occupations with lower rates of use." *(A Nation Online, Feb. 2002)*

"The challenge to libraries regarding the Digital Divide is to justify the role of libraries in the information age. The challenge of the Digital Divide goes to the heart of the mission of libraries to provide equitable access to information for all -- regardless of the information format. The mission of libraries, as well as their associated services, programs, and technologies, is a key reason that libraries are indeed central to Digital Divide solutions and partnerships. Libraries, especially public, school and academic libraries, are the only institutions that are already structurally and programmatically prepared to fully address many of the Digital Divide issues." *(ALA, OITP Policy Brief)*

RHODE ISLAND AND THE DIGITAL DIVIDE

A report from the Taubman Center for Public Policy at Brown University (http://www.insidepolitics.org/policyreports/computers2000.html) stated that "Rhode Island Computer Ownership Doubled between 1994 and 2000, but Still Falls Behind New England and the Country".

- Researchers at Brown University studied patterns of computer and Internet usage by examining Census numbers for state, region, and nation. Among the conclusions: Rhode Island lags the region and country in computer usage, and there are wide variations in ownership by income, education, sex, age, and race.

- There are major gaps in computer ownership based on income, education, sex, age, and race. For example, whereas 90 percent of state residents earning $75,000 or more own computers, 12 percent of those making under $10,000 do. Eighty percent of college graduates own a computer, compared to 38 percent of high school graduates. Fifty-two percent of men own a computer while only 44 percent of women do.

- Forty-nine percent of whites have a computer, compared to 34 percent of African-Americans. There are big differences by age. Thirty-two percent of those aged 18 to 24 own a computer, compared to 63 percent of those 25 to 34, 68 percent of those 35 to 44, and 61 percent of those aged 45 to 54. Only 27 percent of individuals 55 or older own a computer.

- State residents are more likely to use the Internet at home than outside the home. Seventy-six percent indicated they used the Internet from a home computer while 21 percent said they used the Internet outside their home.

- When asked what their favorite uses of the Internet at home were, Rhode Islanders cited email (64 percent), followed by searching for information on government, business, health, or education (45 percent), checking for news, weather, or sports (34 percent), taking educational courses or conducting school research (32 percent), shopping or paying bills (27 percent), job-related tasks (22 percent), searching for jobs (10 percent), using it for games, entertainment, or fun (5 percent), and making phone calls (2 percent).

From *Education Week on the Web* – State Data Tables for Rhode Island (http://www.edweek.org/sreports/tc01/states/tc01state_data.cfm?slug=35ri_data.h20#access) the following tables show the differences between high-poverty/ high minority enrollment schools versus low-poverty/low minority-enrollment schools.

Percent of schools with Internet access (2000)	
Statewide	91
High-poverty schools	67
Low-poverty schools	95
High-minority-enrollment schools	60
Low-minority-enrollment schools	93

Percent of schools where the majority of teachers are "beginners" when it comes to using technology (2000)	
Statewide	26
High-poverty schools	50
Low-poverty schools	24
High-minority-enrollment schools	50
Low-minority-enrollment schools	24

RI Office of Library & Information Services (OLIS)

LIBRARY SERVICES & TECHNOLOGY ACT (LSTA)
Five-Year Plan, 2003-2007
Mission, Goals and Objectives

MISSION

The state library agency of Rhode Island supports and strengthens library services by planning, by coordinating, by providing consultation services, training, and funding, and by promoting collaboration among libraries to ensure that all residents will benefit from free, open, convenient, and timely access to excellent library and information resources and services.

GOAL I. Provide library services to the underserved.

*LSTA Priorities (1, 4-6) addressed***:**

> (1) expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages

> (4) developing public and private partnerships with other agencies and community-based organizations

> (5) targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and

> (6) targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children...

OBJECTIVE A: Make available a full range of library services to individuals with disabilities in Rhode Island.

Needs Addressed:

Implications from the statistics and information for libraries indicate a need for continuation of services to individuals with disabilities with particular focus on more home-based services; more reasonable accommodations; more accessible facilities; more health, health care and other related information; more assistive technology; transportation assistance; and staff training and more outreach in and through libraries to individuals with disabilities.

STRATEGIES FOR IMPLEMENTATION:

1. Support a regional library for the blind and physically handicapped as a statewide public library for those individuals; the OLIS Talking Books Plus program (2003-2007)

2. Increase outreach to a variety of disability service outlets in RI (2003-2007)

3. Assist libraries in providing materials in accessible formats such as audiobooks, large print books, descriptive videos, captioned videos (2003-2007)

4. Assist libraries in providing appropriate assistive technology that will allow individuals with disabilities to use their local libraries (2003-2007)

5. Facilitate the provision of state documents in alternative formats (2003-2007)

6. Collaborate and cooperate with other agencies and organizations that provide services to individuals with disabilities (2003-2007)

7. Provide a reference and referral service for institutions and individuals requesting information on blindness, vision problems, physical disabilities, deafness and communication problems (2003-2007)

8. Disseminate universal design information regarding website accessibility to libraries (2003-2007)

9. Make available *Americans with Disabilities Act* information in appropriate formats, including via training programs (2003-2007)

10. Provide information and training for library staff on assisting individuals with disabilities in libraries (2003-2007)

    a. Investigate creation of a model program for training the public in use of public access computers on an ongoing basis with an emphasis on training seniors, individuals with disabilities, other disadvantaged individuals and individuals who speak a language other than English (2003-2007)

    b. Investigate developing a training program for library staff on using American Sign Language (ASL) to communicate with deaf and hard of hearing individuals (2003)

    c. Support training of individuals with disabilities and staff in libraries on use of computer and assistive technologies (2004-2007)

11. Solicit a plan for a model program of library service for individuals with disabilities in Rhode Island (2003)

12. Work with other state agencies and organizations to facilitate publication of government materials in accessible formats (using captioning, audio description, alternate formats) meeting website accessibility standards and facilitating access to information (2003-2007)

OBJECTIVE B: Support libraries in their efforts to collaborate and cooperate with other agencies in providing literacy, information literacy and adult education programs for their residents.

Needs Addressed:

Libraries indicate a need for more public access computers with more software, more training for the public and librarians in information literacy, a need to increase foreign language skills in library staff and a need for foreign language materials. Cooperation and collaboration between and among school libraries, public libraries and academic libraries to provide instruction and training in progressive steps are considerations. Collaboration and cooperation with other agencies remains a vital component.

STRATEGIES FOR IMPLEMENTATION:

1. Support the expansion of the RI Family Literacy Initiative (RIFLI) (2003-2007)

   a) Provide support for new libraries to join RIFLI
   b) Encourage libraries to prioritize programs to target the Hispanic-speaking population

2. Collaborate and cooperate with other literacy organizations and agencies; support when possible (2003-2007)

3. Provide support for cooperative purchases of a selection of non-English language titles, particularly in the Spanish language, that can be made available through Rhode Island libraries (2004-2006)

4. Investigate the incorporation into the LORI network of special collections of non-English materials held by institutions other than libraries (2003-2004)

5. Assist libraries in planning for library services to homebound and elderly individuals (2003-2007)

OBJECTIVE C: Assist libraries in their efforts to increase services to children and young adults.

Needs Addressed:

Libraries need to re-assess children's and young adult services, as well as language-based, computer-based, and literacy services, especially in core urban cities. Collaboration among libraries and between libraries and other agencies increases in importance.

STRATEGIES FOR IMPLEMENTATION:

1. Increase participation in the statewide Summer Reading Program for children (2003-2007)

2. Encourage libraries to participate in a statewide Summer Reading Program for Teens (2003-2007)

3. Investigate multitype library and family participation in a summer reading initiative (2004-2005)

4. Increase support for and participation in Mother Goose Asks "Why?" Program (2003-2007)

5. Cooperate with libraries and other agencies in establishing and/or contributing to other early literacy reading initiative (2003-2007)

6. Foster collaboration between libraries and state initiatives such as "RI Reads" (2003-2007)

7. Encourage libraries, especially in core urban areas, to reach out to underserved community groups, particularly Hispanic groups, that can promote library use by their members (2003-2007)

8. Cooperate and collaborate with agencies and organizations serving children and teens (2003-2007)

a. Collaborate with other state agencies, particularly the Dept. of Education, in planning and providing literacy services and programs (2003-2007)

b. Support online resources to assist students and parents (2003-2007)

GOAL II. Collaboration/Cooperation of a multi-type nature, including public, academic, school, and special libraries, museums, and archives

LSTA Priorities (1-4) addressed:

(1) expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages

(2) developing library services that provide all users access to information through local, State, regional, national, and international electronic networks

(3) providing electronic and other linkages among and between all types of libraries

(4) developing public and private partnerships with other agencies and community-based organizations

Needs Addressed:

Libraries need to address the digital divide through provision of electronic information and educational services to individuals who do not have access to computers at home or school. Individuals with low income, low educational attainment and language barriers would benefit from access to libraries and their services to make themselves competitive in this increasingly technological society as well as to use them to access basic services. Ensuring the interconnectivity of systems as well as providing the broadest spectrum of information available is a benefit to all. Library staff need training and support in order to provide the best services to their clientele. OLIS focus groups and open meetings findings support the importance of provision of these services.

OBJECTIVE A. Create a digital information environment for RI residents, students, and businesses to ensure access to a core set of information resources.

STRATEGIES FOR IMPLEMENTATION:

1. Provide leadership in the promotion of collaboration, cooperation and resource-sharing through the LORI multi-type network and LORI online (2003-2007)

2. Support access to all library catalogs in RI through a common interface that would perform as a virtual library/catalog (2003-2007)

3. Investigate statewide licenses for shared databases. Support acquisition of these if feasible (2003-2007)

4. Support digitization/preservation and access projects (2003-2007)

a. Promote disaster and preservation planning and best practices for preservation of collections (2003-2007)

b. Provide access to disaster planning and preservation services available through the Northeast Document Conservation Center (2003-2007)

c. Support collaboration among and between libraries, museums and archives for digitization projects (2003-2007)

5. Collaborate with libraries, museums, archives and historical organizations in finding ways to preserve and make accessible Rhode Island's historical materials and collections (2003-2007)

6. Cooperate with state agencies and other organizations and agencies in the provision of government information online using strategies such as database development, webpage creation and hosting, search engines, portal support and development (2003-2007)

7. Promote and take advantage of all funding programs of benefit to RI libraries such as E-rate (2003-2007)

8. Provide information and research services to state government (2003-2007)

9. Provide up-to-date library-related information to the library community through the LORI website (http://www.lori.state.ri.us); continue its development in line with new technologies as they become available (2003-2007)

10. Participate in further development of cooperative online services including the state search engine and the state portal (2003-2007)

11. Encourage creation and use of new online sources of information (2003-2007)

12. Investigate creation of a technology support and replenishment fund for libraries (2003-2007)

13. Investigate model programs for a Virtual Reference Desk for Rhode Island (2004)

Objective B. Maintain and extend effective library and information services for users by providing library staff with training and support.

STRATEGIES FOR IMPLEMENTATION:

1. Dedicate funding to pay for continuing education opportunities for library staff; bring in experts on specific subjects to provide training in an area such as library accessibility (2003-2007)

2. Utilize LORI online as an information, training and outreach platform (2003-2007) to:

   a) Upgrade library staff computer skills
   b) Upgrade the e-mail and interlibrary loan skills of library staff
   c) Assist libraries in improving their websites, especially accessibility and usability issues

3. Coordinate and cooperate with other agencies and organizations in providing a continuing education calendar of events of interest to the RI library community (2003-2007)

4. Cooperate with other New England state library agencies in providing continuing education opportunities (2003-2007)

5. Investigate and use new methods of providing education and training in collaboration with other agencies/organizations (2003-2007)

6. Investigate and promote a cooperative educational program among RI colleges, universities, schools and libraries (2005-2007)

GOAL III. Increase public awareness of the intrinsic value of libraries in promoting personal and economic growth for every resident in every community through the wide array of programs and services that libraries offer.

LSTA Priorities (1-6) addressed:

    (1) expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;

    (2) developing library services that provide all users access to information through local, State, regional, national, and international electronic networks;

    (3) providing electronic and other linkages among and between all types of libraries;

    (4) developing public and private partnerships with other agencies and community-based organizations;

    (5) targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and

    (6) targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children...

Needs Addressed:
Library services lack a cohesive documentation of services and dissemination of information about those services. Libraries, while providing good services, are underutilized by their constituents. There is a need to target specialized groups to receive information about library services and to develop new services to meet new needs. Information about the state library agency's services is also needed.

Objective A: Increase the amount and availability of information on library services and programs within Rhode Island so that more individuals can take advantage of these

STRATEGIES FOR IMPLEMENTATION:

1. Develop a strategy for community outreach (2003-2004)

2. Collect, analyze and disseminate data about all libraries and their programs and services (2003-2007)
3. Provide information about libraries to the Governor, the General Assembly, cities/towns, newspapers, etc. (2003-2007)

4. Develop an OLIS Library Programs annual report format that can serve as information for funders and residents of the State of Rhode Island (2004-2007)

5. Emphasize ongoing development of the virtual library, including online library resources as well as physical resources of value to communities, such as libraries and their staff (2003-2007)

Objective B: Create a collective vision for library and museum services in Rhode Island.

STRATEGIES FOR IMPLEMENTATION:

1. Re-examine extant planning for the future of RI libraries for still viable options. Examples: *New Possibilities: Rhode Island Libraries for the Next Millennium,* the Rhode Island Library Association (RILA)-sponsored Blue Ribbon Committee Recommendations on the study (2003-2004)

2. Provide leadership to coordinate the process by which all libraries and related agencies develop a vision for the future of RI libraries using a format similar to a Governor's Conference (2004-2005)

3. Collaborate with libraries, museums and other organizations to elucidate the vision to funders and grant organizations. (2005-2007)

Rhode Island Stakeholder Involvement Procedures

Stakeholder	Roles and Responsibilities in the LSTA Planning Process	Timeframe for Involvement
Library Board of RI, *including representatives of:* ▪ all types of libraries ▪ public library trustees ▪ general library users ▪ users of the Regional Lib./blind & phys. handicapped ▪ economically disadvantaged citizens ▪ libraries serving institutionalized persons	Provide leadership for the federal library program in Rhode Island Advise OLIS/LP via the Chief of Library Services on the following: ▪ LSTA needs, plans, priorities and policies ▪ Annual plans and funding priorities ▪ Evaluation of the LSTA program	Serve staggered two-year terms as appointed by the Governor of RI
Office of Library & Information Services/Library Programs (OLIS/LP)	▪ Assure that the overall program and priorities of OLIS/LP continue to coordinate with LSTA priorities ▪ Provide additional opportunities for library staff and users to comment on the program and its directions.	Ongoing
OLIS/LP Teams	▪ Participate in planning for and carrying out LSTA Five-Year Plan/conduct evaluation of programs	Ongoing
Library of RI Committee (LORI)	▪ Encourage multi-type library cooperation and goal setting, ▪ Develop library programs to enhance access to core sets of info. resources; ▪ Propose and develop strategies for linking various information resources through gateways/ enhance the public view of libraries though media campaigns and public programs; ▪ Examine new avenues for sharing extant resources/ acquiring new ones	Monthly
Coalition of Library Advocates	▪ Represent library users and the general public to OLIS/LP in planning for the LSTA program ▪ Facilitate OLIS/LP communication with library users and supporters statewide ▪ Supported a1999 study to construct a near-future plan for library and information services in Rhode Island	As appropriate

EVALUATION PLAN

It is the goal of the Office of Library and Information Services (OLIS) to incorporate Outcome-Based Evaluation (OBE) processes and tools into the evaluation of its programs.

In *New Directives, New Directions: Documenting Outcomes in IMLS Grants To Libraries*, the IMLS states that it "must document results of grant activities in order to be accountable to Congress and to meet the requirements of the Government Performance and Results Act. Therefore, it is very important for IMLS to show how its funding programs achieve the agency's mission. All grantees are required to provide final reports (and in many cases interim reports) describing their grant activities." Outcome-Based Evaluation (OBE) is the preferred process by the IMLS for program evaluation.

In 2000, several OLIS staff members participated in outcome-based evaluation training at IMLS offices in Washington, DC. In October 2001, IMLS sponsored a 1.5-day OBE training program in RI for LORI library staff.

Requirements for outcome-based evaluation in statewide and sub-grant programs

Statewide programs will be evaluated by the participants to measure outcomes.

Grants will be evaluated using a combination of outcome and output evaluation techniques as determined by the specific program or project. All prospective grant recipients will be asked to include evaluation techniques in their proposals. Evaluation will include a determination of the results of the actual implementation of the project in relation to its objectives, impact on the targeted group, and accomplishment of anticipated outcomes. OLIS will employ OBE methods wherever practicable. Grant recipients will be asked to supply "success stories" wherever possible to "put a human face" on their projects.

OLIS Library Programs staff have already developed plans to incorporate Outcome-Based Evaluation methods in evaluating the *Mother Goose Asks "Why?"* Program (a statewide early childhood literacy program coordinated by OLIS.) Pre- and post-survey forms given to parents/providers along with anecdotal records kept by facilitators will be used to measure changes in attitudes and behavior in relation to reading aloud, participation in book related learning activities, and library use. A VISTA assistant will conduct follow-up phone surveys to measure attitudes and behavior some time after completion of the training.

Additional strategies for Implementation

1. Attend advanced OBE training at COSLINE CE meeting (2003)

2. Identify other OLIS statewide and sub-grant programs that meet the criteria for outcome-based evaluation (2003)

3. Develop outcome-based evaluation tools and processes for OLIS statewide and sub-grant programs that meet the criteria for outcome-based evaluation (2003-2004)

4. Implement outcome-based evaluation processes in identified statewide and sub-grant programs (2004-2007)

Evaluation of Five-Year Plan

OLIS will survey the libraries and other stakeholders at least yearly regarding the efficacy of the plan and its priorities. Other methods of gaining input will be considered, including continuation of an online forum.

By the end of the fourth year, OLIS will engage an evaluation consultant to conduct an overall evaluation of the agency's implementation of the plan and the results. This evaluation will also be designed to provide a needs assessment for the next long-range plan. Focus groups, surveys and other methods that reach both the library community, library users and non-users will be used.

Appendix A

Reports, Stakeholder Meetings and Communication Plan

- ***New Possibilities: Rhode Island Libraries for the Next Millennium***, a study undertaken by Leslie Burger of Library Development Solutions in 1999 for the Office of Library and Information Services in cooperation with the Coalition of Library Advocates, identified 12 priorities for moving forward in Rhode Island. This report is hereinafter referred to as the Burger Report. A summary of findings from the Burger Report are excerpted below:

Library Development Solutions engaged a cross-section of citizens, library people, public officials, community leaders and others in extensive conversations about the future of Rhode Island libraries. Thirteen focus groups and interviews encompassing more than 150 people were held in locations throughout the state. Thirty-five people attended the Library Board of Rhode Island's October retreat. The purpose was to hear how people told the story of their libraries, where they see libraries headed in Rhode Island, and what their dreams are for the future development of libraries.

When the Rhode Island librarians and users talk about libraries they speak proudly about their achievements and what libraries have to offer. They tell the story of a library community that has worked together to accomplish shared goals and a community that shares a strong commitment to public service. Library users speak about the importance of books, the place of the local library in a community's quality of life, and the ways in which libraries can help connect people with ideas.

Technology is Changing the Way Libraries Provide Service
Rapid changes in technology are straining the budgets and resources of many libraries. Library users need continuous assistance in learning how to use technological tools to access information. Staff needs training in using new technologies and software. Budgets are not increasing enough to support the purchase of new and replacement technologies and to keep pace with the demand for new library books and materials. While patrons and librarians view CLAN as an enormous success, the library community needs to plan for the next generation of this shared database. The basic telecommunications network that allows information to flow freely between the state's libraries and its users needs high-speed communication lines that will speed the transfer of information. Basic technological tools such as e-mail, fax machines, and office software needs to be available and widely used in all of the state's libraries.

Users Want Expanded Access to the State's Libraries
People want ease of use and access without barriers from town to town and across type of library. They want lots of books, user-friendly technology, savvy and welcoming librarians and a 24-hour-per-day, 7-day-per-week model of access that enables them to find what they want from home as well as in the library. They see libraries as community centers and cultural resources.

Staffs Need to Upgrade Their Skills and Increase Their Knowledge
Technology is requiring many library staff to update their skills and learn new ways of providing service. Staff needs to learn how to become effective trainers and teachers as they are called upon to teach others how to use the technological library. User expectations for personalized customer service require a new way of thinking about

librarian and user interaction at the public service desk, on the telephone, and behind the scenes. Access to affordable training and continuing education is a critical element in retooling libraries for the next century.

Current Structures and Legislation Need to be Examined
The library community is not willing to stay in a business-as-usual mode. They recognize that the ability to change is essential to the future of libraries. Existing legislation governing the state grant-in-aid program needs to be strengthened if the state is to achieve its goal of maintaining local support for libraries and providing a strong base of state support. A final push to achieve the 25% state funding level by 2000 will place Rhode Island in the forefront of significant state support for public libraries. The achievement of the 25% state support level cannot mark the end of building financial support for libraries. Careful consideration needs to be given to additional dedicated sources of funding to support libraries. State legislation for RHILINET and the statewide reference resource center need to be examined and updated to reflect changes in the library and information environment.

Libraries Can Achieve the Shared Vision Through a Process of Collaboration
Librarians and users recognize that no single library is in a position to be all things to all people. Those interviewed spoke eloquently about the need for collaboration and shared leadership to accomplish the vision for the library of the future. Library users are concerned that libraries and other community agencies, like schools, learn how to cooperate to share resources and provide more effective service to the communities they serve. Library groups in the state need to rethink their mission and consider meeting across type-of-library lines in order to collaborate with and learn from each other.

Rhode Islanders are Unaware of the Value of Libraries
Without strong citizen support, libraries will be unable to achieve the level of funding needed to provide 21st century service. While Rhode Island libraries have a core group of advocates to speak on their behalf, the community at large is generally unaware of what libraries have to offer. There is little recognition about the way in which libraries contribute to the overall quality of life in Rhode Island. We heard from users and librarians alike that there is a need for a statewide public awareness campaign aimed at governing officials and the general public.

In assessing the situation at the time of the Burger Report, the Library Board updated and revised its Vision Statement as follows:

We want Rhode Islanders to be amazed by their state's libraries. We want them to use libraries on a daily basis as they seek information to assist with everyday decisions in their work, personal life and intellectual pursuits. We want them to think about libraries as centers of community life and activity. We will develop a network of libraries that offer comfortable facilities to encourage interaction and connections among the community, along with an atmosphere and service attitude that invites people to enjoy the pleasure of reading and learning.

We want libraries and their resources to be readily accessible to everyone regardless of their geographic location, their level of income, access to technology, or disability. We will create a virtual library that provides electronic access to all the collections and resources of Rhode Island's 600 libraries in an easy-to-use Internet-based environment available 24 hours a day and 7 days a week. Our virtual library will be a gateway to Rhode Island library resources, the Internet and the World Wide Web. We will make sure that Rhode Islanders have access to our virtual library by creating a computer network that provides electronic access to the electronic resources in schools, in public spaces, in the workplace, and in libraries.

The twelve (12) recommendations from the Burger Report were:

Recommendation One:
Create a digital information environment for Rhode Island residents, students and businesses so everyone is assured access to a core set of information resources that will prepare them for the 21st century -- an "electronic information tool-kit".

Recommendation Two:
Enable Rhode Islanders to easily obtain library materials and information by creating a single database of library holdings through an interface that links all of Rhode Island's integrated library systems.

Recommendation Three:
Provide library users with access to current technology by establishing a technology support and replenishment fund.

Recommendation Four:
Foster a love of reading and improve literacy through the establishment of an early literacy reading initiative.
(DONE)

Recommendation Five:
> *A. Provide Rhode Islanders with adequately funded public libraries by continuing efforts to increase, by the year 2000, the state grant-in-aid program to public libraries to represent 25% of local expenditures.*
> (DONE)
>
> *B. Revise the current grant-in-aid legislation to include a proviso that state grant-in aid funds will be used at the local level to support statewide policy initiatives identified by OLIS, the Library Board of Rhode Island, and a Task Force from the Rhode Island Library Community.*

Recommendation Six:
Increase awareness of libraries by initiating a statewide public awareness campaign to call attention to the value of the state's libraries and how they help improve the quality of life for Rhode Islanders.

Recommendation Seven:
Initiate a statewide referendum or public question for the next state election, which asks the state's voters to earmark funds to support library improvements.

Recommendation Eight:
Enable Rhode Islanders to obtain needed materials by increasing delivery services to meet demands for sharing of library resources, with the state paying 100% of the cost of this service. (DONE)

Recommendation Nine:
Reconstitute RHILINET and incorporate its operations into LORI. (DONE)

Recommendation Ten:
Provide funding for continued access to the specialized collections and services at the Providence Public Library
(Funded via Statewide Reference and Resource Center grant; $880,110 in FY2003)

Recommendation Eleven:
Revise and adopt standards for school (IN PROGRESS - Through RI Department of Education) *and public libraries* (DONE; 54 new standards go into effect FY2003)**.**

Recommendation Twelve:
Provide the resources that will enable the Office of Library and Information Services and Library Board of Rhode Island to implement the recommendations in this study.

- **BLUE RIBBON COMMITTEE**

The Rhode Island Library Association (RILA), perceiving that many of the recommendations in the Burger Report would require a great deal of thought and discussion, planning and (most important) consensus-building within the library community, requested that the Library Board approve and work with a RILA-sponsored Blue Ribbon Committee (BRC). The Library Board approved of this plan in May 1999, and work commenced.

The BRC Recommendations in priority order were:

BRC Cluster 1:
Re: Burger Report Recommendation One

1. **Universal Access**
   Local support with the assistance of resources from the state will be necessary for the inclusion of all libraries to create a "virtual library" for Rhode Island.

2. **Statewide Database Licenses**
   State funding for the purchase of annual subscriptions (licenses) to carefully-selected electronic resources, available to every library user, is another essential part of the "virtual library."

3. **Digitization of Local Resources**
   A committee should be established to determine the appropriate scope of a program for converting local information into digital form.

4. **24x7 Reference Service**
   A committee should be established to identify possible levels of service, to examine existing models, and to explore funding options.

5. **Statewide Union List of Serials**
   Secure annual state funding for this project. Consider expansion to include the holdings of all of the state's libraries.

Re: Burger Report Recommendation Two

A Common Interface
A special software program must be acquired that will link all libraries of the state (public, academic, school, and special) into a single database of library holdings.

Re: Burger Report Recommendation Eight

Full implementation

Re: Burger Report Recommendation Nine

A priority for implementation

Re: Burger Report Recommendation Twelve

1. *Funding for network operations including services, software, and staffing needs to be requested from the State of Rhode Island.*
2. *OLIS needs to continue coordinating resource sharing and network development activities in the state.*
3. *A steering committee that is broadly representative of all types of libraries should be established to direct the development and ongoing operation of the LORI network. The role of the steering committee needs to be defined as either governing or advisory in nature.* (DONE – Advisory)
4. *OLIS should act as fiscal agent for state network funding.*
5. *Report recommendations can be implemented without any changes in the current structure of the Library Board of Rhode Island.*

BRC Cluster 2:

Re: Burger Report Recommendation Four

1. *An emergent literacy initiative comprising a competitive grant program through OLIS for local collaborative efforts with schools, literacy organizations, or other libraries; and a statewide program component for OLIS-developed literacy activities.* (DONE)
2. *Secure state funding for an intergenerational English-as-a-second language program, which would be offered in public libraries throughout the state.*
3. *Establish a Rhode Island Center for the Book to promote reading, to facilitate literacy information sharing, and to promote professional development institutes.* (ONGOING – via the Providence Public Library)

Re: Burger Report Recommendation Five

1. *Continuation of the 25% state match in local appropriations for public libraries, not to fall below current FY 2000 levels in the grant-in-aid and resource sharing grant categories. There is continuing discussion about whether the 25% state match should be based on appropriations or expenditures. Further discussion is also needed on whether the formula for the state match should include an equalization factor.*
2. *Policy initiatives as guidelines for use of state funds should be general, and tied to the new Public Library Standards.*

Re: Burger Report Recommendation Six

Conduct a coordinated professional campaign to educate the general public and members of the state government about the benefits of the "virtual library."

Re: Burger Report Recommendation Ten

The BRC supports this recommendation, and further recommends that OLIS and PPL negotiate the amount of funding provided based on expectations and outcomes of services for a library filling this role, and actual costs of providing those services. (ONGOING)

BRC Cluster 3

Re: Burger Report Recommendation Three

> *A state levy of 0.5% of the retail charges for telecommunications services should be considered as a revenue source for a technology fund.*

Re: Burger Report Recommendation Seven

> *(A statewide referendum is) a politically risky idea, which should be considered as an option for the future. For the present, it is more important to build local support and initiate broad-based lobbying efforts for increased state funding of improved library services.*

Re: Burger Report Recommendation Eleven

> *Actively support ongoing efforts to achieve new standards.* (PUBLIC LIBRARY STANDARDS approved 2001 to become effective FY2003.)

- **SURVEY OF PUBLIC LIBRARIES REGARDING SERVICES TO INDIVIDUALS WITH DISABILITIES (2001)**

The following data was gathered from public libraries in February, 2001. 36 libraries responded, 75% of the public libraries in Rhode Island. 12 libraries did not respond.

QUESTION	TOTALS	% of respondents	QUESTION	TOTALS	% of respondents
Have you been contacted by disability groups?	8	23%	Is your entrance wide enough for a wheelchair?	30	86%
Do you train your staff to be sensitive to special needs?	22	63%	Are all public spaces accessible?	24	69%
Are the videos you buy always captioned?	2	6%	Are interior doors and doorways accessible?	27	77%
Do you have an outreach program to invite individuals with disabilities to use the library?	5	14%	Are there seats, tables, counters and workspaces available at accessible height?	22	63%
Do you have collections of:			Are restrooms accessible?	28	80%
Large Print Brooks	33	94%	Are drinking fountains accessible?	22	63%
Audio-books	34	97%	Are there public phones at accessible heights?	17	49%
Ebooks	2	6%	Do you use TDD?	7	20%
Other (eg, descriptive videos)	10	29%	Do you use RI Relay system?	14	40%
Does your library have a Website?	23	66%	Do you have assistive listening systems for patron use?	5	14%
Is your Website Bobby approved?	2	6%	Do you provide public access computers?	35	100%
Is your online system accessible?	14	40%	Is Internet access available?	35	100%
Are your databases accessible?	7	20%	Printer	35	100%
Do you offer sign-language interpreters or CART reporters for meetings?	8	23%	Do you charge for printing?	34	97%
			Do you have a Braille printer?	0	0%
Do you have designated handicapped parking spaces?	30	86%	Does at least one computer have:		
Do you have a dropoff area?	25	71%	Voice output	3	9%
Does your building have an accessible entrance?	30	86%	Screen magnifier	6	17%
			Speech recognition	1	3%
If yes, do you have a			Adaptive keyboard	3	9%
Ramp	14	40%	Speech convertor	1	3%
Automatic door	9	26%	Do you have hand-held magnifying glasses?	29	83%
Remote push-button opening	6	17%	Are you interested in a workshop?	34	97%

- **SURVEY ON USE OF LIBRARIES BY INDIVIDUALS WITH DISABILITIES (Jan.-Feb. 2002)**

The following data was gathered from individuals in February, 2002 through a survey in the TechACCESSory newsletter (newsletter of TechACCESS of RI sent to their mailing list). 72 individuals responded (25 have a disability; 37 provide services to people with disabilities; 8 are parents of persons with a disability; 2 checked other.)

Highlights from the survey:

Question	Totals	% of respondents
Do you use your public library?	Yes –57	80%
	No - 11	15%
What services do you use?		
Borrow: books	50	70%
audio books	15	21%
large print books	14	19%
videos	38	53%
Captioned videos	4	6%
Descriptive videos	1	1%
Use internet computers	13	18%
Use computers for other tasks	13	18%
Work on homework	9	13%
Conduct research	17	24%
Go to meetings	10	14%
Attend programs	11	15%
Read magazines or newspapers	19	26%
Borrow CDs or music	16	22%
I don't use my public library because:		
I get everything I need from the internet	5	7%
I didn't know about the services	5	7%
My school library provides everything I need	0	0%
The library doesn't meet my needs	6	8%

- **ANNUAL SURVEY OF TALKING BOOKS PLUS CONSUMERS (1998-99, 2001-2002)**

TB PLUS Satisfaction Ratings				
Responses	Excellent	Good	Fair	Poor
1998 (318)	77%	19%	3%	1%
1999 (359)	77%	20%	2%	1%
2001 (265)	77%	21%	2%	0%
2002 (212)	74%	22%	1%	0%

- **LORI COMMITTEE FOCUS GROUP RESULTS (2/28/02)**

(LORI Committee members only were invited—meeting held at the Dept. of Administration)

SUMMARY

Attendance: 7 participants from 3 public libraries, 3 college libraries and 1 special library; 1 facilitator; 3 OLIS staff (non-participants)

[Participants were asked by the facilitator to award up to $1 among each of the priorities and then list their top priorities for LSTA]

Priorities within LSTA priorities (top vote getters by a large margin):
1) Establishing or enhancing electronic linkages among or between libraries (Priority order)

2) Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities… (Priority order)

[Participants were directed to place post-it notes of their priorities distributed among the LSTA priorities]

1. *Establishing or enhancing electronic linkages among or between libraries*
   - Seamless interlibrary loan
   - Delivery of materials requested electronically
   - Linkages necessary to provide sharing of resources less need for libraries to "reinvent the wheel" but rather share experience, resources and funds. More efficient to share, free up more resources for unique services.
   - Virtual catalogs encompassing all types of libraries

2. Linking libraries electronically with educational, social or information services

- Providing funding so that libraries can have access to multiple electronic resources.

3. Assisting libraries in accessing information through electronic networks

- This I felt was important because it encompasses priorities 1, 2 & 4. Through assisting libraries to access information through electronic networks we will also need to 1, 2 & 4. Total 1-4 priorities would get $.60 of $1.00.

4. Encouraging libraries in different areas, and encouraging different types of libraries to establish consortia and share resources

- Collaboration: when libraries come together then meeting the technological needs/ programmatic needs of our patrons, no matter who they are, will be achieved.
- To bring all libraries together to share information and resources.

5. Paying costs for libraries to acquire or share computer systems and telecommunications technologies

- This priority, I felt would lead to fulfilling priority #6, which is just as important as priority 5. Total 5 & 6 would get $.40 of $1.00.
- To allow all libraries financial help to share information and resources.

6. Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities…

- Finding ways of getting people into the library who wouldn't otherwise be able to get there.
- Teaching people to use technology comfortably
- Developing information literacy skills and basic literacy skills
- Increased core computer competencies
- Enhanced access to info. services at: nursing homes, grocery stores, etc. Info kiosks
- Targeting school libraries (most especially inner city) to initiate, upgrade technological resources
- Statewide databases

Library Needs identified in priority order (LORI Focus Group)

#1's

- Keeping up with the changes technology brings and being able to us its potentials— having the capability and access to resources and developing resources

- Need to have minimum access to information for all citizens

- Delivery

#2's

- Technology-Uniform access to information

- Universal access to variety of materials regardless of economic stakes or physical limitations

- Ability to do seamless interlibrary loan between all types of libraries

- Virtual library like reference

- Connecting people with the technology so that they can access sources

- Need statewide electronic linkages among different types of libraries

- Infrastructure—big enough pipeline to ensure rapid exchange of information

- Computer literacy training

- Upgrading of technological infrastructure

- Electronic databases to all libraries

- Virtual catalog and enhanced delivery

- Need to create centralized digital library of R.I. resources

- Maintaining connections between libraries

- Collaboration-stronger need to pull together multitype libraries—less hubris

- Looking at alternative delivery systems, i.e. scanning, faxing, physical delivery

- Making sure that limited resources are equitably distributed

- Need to establish connections to rest of world

- $$-money/funding to support new initiatives—programs

- Technological access to historical specialized materials for all

- Special collections in libraries to digitize

- Internal access for special needs (i.e. Adaptive technology)

- Removal of barriers, physical, educational, technological

LIBRARY DIRECTORS FOCUS GROUP RESULTS (3/4/02) (invitations were sent to selected library directors so that all types of libraries would be represented)

**Library Directors' Focus Group, March 4, 2002, 3-5 pm,
East Providence Public Library**

Attendance: 7 public library directors; 3 school media center directors; 2 college library directors; 1 special collections director; (1 facilitator; 2 OLIS staff members –not participants)

When the facilitator asked participants to divide up $1.00 among the LSTA priorities, the top vote getters by large margins in priority order were:

- Targeting library and information services to persons having difficulty using a library to underserved urban and rural communities, including children (from birth through age 170from families with incomes below the poverty line

- Assisting libraries in accessing information through electronic networks

- Paying costs for libraries to acquire or share computer systems and telecommunications technologies

(from 3x5 post-it notes filled out by participants and pasted on LSTA priorities):

1. Establishing or enhancing electronic linkages among or between libraries
   Funding in these 2 related areas (goals 1 & 3) will continue to build upon existing priorities, some of which are already funded thru LSTA. Both of these areas will help in sure that Rhode Islanders will have access to the majority of the state's library resources.

   I see this as a method to find and link resources and to leverage everyone's $$. RI is too small to have so many systems-only 8 million items in the state.

   Creating the virtual library; eases of use.

2. Linking libraries electronically with educational, social, or information services
   My students benefit from instant access to info and will use electronic data buses extensively

3. Assisting libraries in accessing information through electronic networks
   Funding in these 2 related areas (goals 1 & 3) will continue to build upon existing priorities, some of which are already funded thru LSTA. Both of these areas will help in sure that Rhode Islanders will have access to the majority of the state's library resources.

   I assumed this was databases

   Cost effective statewide impact

Interlibrary delivery services absolutely vital!!

Databases statewide access for widest availability at best price

ILL resources to supplement our collection

Statewide database schools can teach how to access information and students can use in school or from home.

My entire learning community would benefit from electronic resources

4. Encouraging libraries in different areas, and encouraging different types of libraries to establish consortia and share resources
Sharing databases and resources through ease of on-line reserving and 7-day delivery system

Cost efficient - everyone benefits – more resources would be used – more resources available to all

Cost effective way to give libraries and upgrade what couldn't do it by themselves

Help in defraying costs of RILINK (fees which help pay for delivery services)

5. Paying costs for libraries to acquire or share computer systems and telecommunications technologies
Loss of Champlin funds have impacted our ability to keep up with technology hardware

Benefits libraries that aren't even at an acceptable level already 20%

Paying costs…RILINK costs (yearly fees)
                Upgrades (Hardware, software) 40%

Use this $$ to link seamlessly every library in the state.

I assumed this would bring about #s 1 and 4

Huge minority/immigrant population that needs access to information in a way that can be understood. Training in the use of technology for those that do not have home access. Adults who do not have home computers need access. Information and resources to improve economic opportunities. Community programming that helps integrate immigrant populations into the mainstream/civic engagement. Pre-schoolers who live in families that do not speak English, do not have books in the home and do not come from literature rich environment. These children need access to pre-literacy opportunities and skill development. Teens need worthwhile opportunities to explore job/career opportunities, mentoring and leadership. Early elementary children need English. They face tremendous obstacles and the local library is welcoming and soft. Children need a safe, local place where they receive intellectual stimulation opportunities to practice reading skills. Often children live in homes where English

is not spoken, parents are tired from working all day or are unable to read. Many immigrants do not speak English and need easily accessible programs to begin the process of learning.

6. Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities…
Underserved population is an EPPL priority that we are addressing. At risk children and families need the library.

Underserved populations- inclusion in special library programs and equitable access to to technology 20%

Focusing on this priority will benefit people who aren't being served. You are introducing people to the library not making things a little better for those already there. 30%

This is an established LSTA priority one that currently receives LSTA funding. It is a worthwhile goal because it targets many groups and individuals that may not have library access and materials otherwise.

Underserved is a growing population-basic literacy-English as a second language-ethnic diversity

How to help those unable to get to the library in a town with no public transportation

Outreach to nursing homes, day care centers, etc.
With the current administration downplaying the digital divide, this becomes more important.

Library needs identified in priority order (each individual gave 1-5):

#1's
- Funding for the RI Family Literacy initiative
- Delivery
    o -physical put information in people's hands
    o -virtual
- Financial for resources-advocacy-(outreach in order to provide equitable access)
- Technology/multi-formats
- Database access and costs
- Delivery
- Handicapped

#2s
- Funding for the early childhood/emergent reading
- Small state-one large database
- -   about 7/8 million items in State of Rhode Island
    o -very doable
- Human resources
- Cooperation-multi-type libraries

- Sharing resources-costs of interlibrary sharing (Clan etc.)
- Statewide/info access
- Promote sharing of info about libraries

#3s
- Continue initiatives that LSTA funds LORI
- Outreach to underserved
- Keeping up with technology and not making costly errors
- Funding
- Underwrite resource sharing initiatives-i.e. RILINK
- Schools usually lack resources
  - -share e-resources
  - -students are the future of our society (trite, but true)
- Finding the next generation of librarians, especially of color

#4s
- Developing leadership
- Re-thinking libraries
  - -equipment/computing expensive
  - -lib the place to get it
  - -lib still a place of importance
- Underwrite software/hardware upgrades for resource sharing (mechanisms)
- Space/locations
- Communicating what's available to users hardcopy (promotion)
- New construction

#5s
- Keeping/up w/collection development
- Lack of funding for schools –funding-old books-outdated material
- Community outreach-getting the library into the community
- Underwrite professional development initiatives for state's librarian to move us towards the outreach and mechanisms
- Level the playing field
  - -access
  - -less $$ on resources
- Cooperative ventures among public libraries

SUMMARY: Percentage of $1.00 that focus groups spent on LSTA priorities #1-6

	LORI	LibDirs	Overall
Establishing or enhancing electronic linkages among or between libraries;	30%	9%	18%
Linking libraries electronically with educational, social or information services;	2%	9%	6%
Assisting libraries in accessing information through electronic networks;	6%	20%	15%
Encouraging libraries in different areas, and encouraging different types of libraries to establish consortia and share resources;	12%	11%	11%
Paying costs for libraries to acquire or share computer systems and telecommunications technologies;	10%	17%	14%
Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.	40%	33%	36%

- **PUBLIC MEETING ON LSTA AND LIBRARY NEEDS (3/18/02)** (sponsored by the Coalition of Library Advocates; held at the North Kingstown Public Library. Efforts were made to elicit public participation through COLA publicity, notices in libraries, notices through disability groups statewide, notices on RILA and RIEMA listservs and posting on the Library Programs home page, discussion lists and calendar – this meeting was held just after the new LSTA legislation was introduced and therefore the participants were told about the new and old priorities but were not asked to address them specifically as had been done in the previous 2 meetings)

Attendance: 14 individuals – 4 Coalition of Library Advocates (COLA) members; 2 TechACCESS staff, 1 individual from Westerly, 4 Library Board of RI members; 1 facilitator; 2 OLIS staff (non-participants)

Because the LSTA legislation proposed slightly different language regarding the priorities, the facilitator changed the method of collecting information: he asked for individual priorities for library services and to pick their top priority– this differs from the methods used for the first 2 groups.

#1s:
- Training for library staff on access issues
- Computer Access including people with disabilities
- New construction/facilities improvements
- Spend money on books on tape for visually impaired and seniors
- Sufficient staff: professional, courteous, available to patrons, appropriately paid
- Longer hours
- Statewide Database Licensing
- Statewide – even region wide – database licensing among all types of libraries
- More involvement of children and parents by offering them pertinent interest – homework – science projects etc.

The rest:
- Outreach to people with disabilities
- Increase electronic books.
- Increase number of books (titles) for blind/physically handicapped
- Technology: hardware - software
- Databases: sharing – licensing
- Funds for Books on Tape for the Westerly Library & Ashaway Library
- Suitable facilities: well kept, accessible, pleasant atmosphere.
- Broad range of databases & other electronic online resources
- More Databases, available in library and from home computer.
- More resource sharing among all types of libraries, not just public libraries.
- Best Practices
- Public Relations (2)
- School – Library Connection
- Specialized Resources for Special Needs users
- Staff Support
- Staffing & salaries

- Materials - electronic books and other materials for those who need them most. Bridging gaps between haves & have-nots
- Evening hours longer and more staff
- Classes in computer use

- **OPEN MEETING FOR LIBRARY STAFF ON LSTA AND LIBRARY NEEDS (3/20/02)**
(Library personnel were invited through e-mail to individuals on the LORI list, listservs, discussion groups, Library Programs web site, RILA and RIEMA listservs, and through library directors)

Attendance: 9 public librarians; 1 RILINK representative; 2 special librarians; 1 facilitator; 2 OLIS staff (non-participants)

The facilitator asked participants to list up to 5 important library needs and then mark the one most important as a priority.

#1s
- In Mass., centralized purchasing through regional library systems has provided lower prices for supplies and books. As much as 45% discount. Co-op membership is available to private libraries. I would like to see RI implant a similar system

- Bring smaller specialized collections into the state database, perhaps by assisting smaller libraries to go on line

- Funding of adult & children ESL development – workshops or classes for ESL community. Huge demand for services

- Virtual Library – One search on a library web site – generates information retrieved from many different databases/available in many libraries/from home

- Department of Health or Resource Library for state citizens to contact for health information and loans. This will help with patient care

- Person devoted, at OLIS, to Children's Services

- Delivery System with 5 Day per week delivery to schools

- Literacy Support, people, contacts, supplies

- Interlibrary Delivery assured

- Increased funding by adult literacy classes such as the statewide ESL literacy program at libraries. Rhode Island Family Literacy Initiative to reduce current waiting list of 400

- Recruitment of youth & children's services librarians in public schools

- Creation of a State-wide database that identifies and describes all the agencies that service children in Rhode Island. Preschool facilities, health care, social services, etc.

- Funding for a cooperative program with hospitals that would provide a packet for young mothers explaining the services of her home library, board books and an incentive for going into the library to get a card

- Equal access to digital information

- More access to current technologies

The rest:

- Family Literacy – important to continue and expand this program
- More access to internet & electronic resources
- More outreach on the part of State Library organizations to promote Rhode Island Libraries and the resources we offer & will be offering
- Statewide database licensing
- Support for public school libraries – equal access to library service for all school children.
- Training for library staff, in technology & public service
- Intern program that would give scholarships to people obtaining an MLS and who would be willing to commit to public library work (children's librarians)
- CE for paraprofessionals
- Stable literacy (adults & families) funding
- Statewide cost efficient databases
- More Staff, More Hours
- Increased funding opportunities for children's services and programs such as Mother Goose Asks Why & Summer Reading.
- Center of the Book – Funding
- More money for increased staffing
- More money for VISTA Program – 1:1 for cost share allowing each library statewide to benefit from program
- A clearinghouse where libraries (of any type) may call to find a list of Performers for Humanities, Language translators, Programs like Mother Goose Asks Why, Contacts for organizations, agencies, etc. that may reach the underserved.
- Also, that libraries do not each have to reinvent the wheel. If a technology to be share by all is to be implemented, make it useful to all.
- A full text periodical database.
- Providence Journal Archives
- New York Time Archives
- Cooperative is best, including schools, academic & special not only public.
- Support with grants to bring Outreach Services into underserved areas.
- People at OLIS that can be contact person for different needs. Children's Programming, Outside Agency Contacts, Outreach

- Help with process of school library resource sharing as members of statewide library network, support especially for those schools that need it most, but can least afford it. Some kids never get to the public library, but can be reached by their school libraries.
- Preschool Outreach, especially to introduce kids & parents to books and libraries. Mother Goose Asks "Why?", Mother Goose Counts, etc.
- Statewide Database Licensing
- One interface to search all available materials & resources in libraries, including on-line databases. "My Library" Like "My Yahoo", customizable.
- While funding technology is important, I would like to see an emphasis on the softer side, the people services.
- Continued funding of the organization & the performers for the Summer Reading Club.
- Money for continuing education in the area of developing literacy activities for children such as Mother Goose Asks Why and training librarians in all economic brackets. Rich kids need to be literate and need trained educators as well as disadvantaged kids
- More aggressive Outreach to homebound & elderly, Mental Health, prison centers.
- More computer access & perhaps tech support equipment loaners.
- Laptop to use at home
- Expanded literacy services – children's & adults
- Information Services – all library types having access to many reference lists at all different libraries
- Capitol Improvements to library facilities geared toward cyber information infrastructure. More communication and phone lines, improvement of electrical systems within library facilities, physical space for more workstations.
- Digitalize Collections of RI Newspapers. Transfer newspapers on microfilm or microfiche to digital mediums.
- Preservation of material.
- Improve access for resource sharing.
- Improve patron access to materials
- Bring smaller specialized collections into the state database, perhaps by assisting smaller libraries to go on line
- Provide further opportunities for librarians to exchange information

- **ONLINE FORUM ON LORI (LIBRARY OF RHODE ISLAND) WEBSITE**
  (this special discussion group was advertised on the Library Programs website, e-mails to directors and other individual librarians as an alternative to meeting attendance as well as a place to post other information that they wanted OLIS to hear about in considering the five-year plan)

(COMMENTS ON LIBRARY NEEDS AND LSTA PRIORITIES)

1. Local preservation efforts should be restarted to update the RI Disaster Manual in light of lessons learned from 9/11.

2. After attending the library staff focus group in Warwick, it became clear that there are a great many issues that need to be included in the new 5-year plan. However, the continuation of funding for the Family Literacy program should be a top priority. There are so many non-native speakers streaming into Rhode Island, and they love coming to our public libraries. We need to continue to support this program.

3. Support for Teen Services which will allow libraries to improve and expand library services to the underserved teen population should be a high priority in the LSTA five year plan. Libraries need separate teen areas, teen specialists and programs that attract teens, meet their needs and promote literacy.

4. If Rhode Island is truly interested in addressing the "Digital Divide", it must increase its commitment to school libraries. Public and academic libraries have generally been well funded at the local, state, and federal levels for basic services and technology. The same level of commitment does not exist for most school libraries, especially at the state and federal levels. Many disadvantaged students that cannot get to their local public libraries can be reached through their school libraries, and have access to both the books and electronic information that are not available to them at home, if school libraries have the funding to buy books and provide access to the web and online information. While some of our school libraries have the local funding that they need to provide these services, many do not. How will/can state and federal funds best be used to help this segment of our statewide library community? For more information on this issue, see http://www.ala.org/oitp/digitaldivide/

5. I would like to see OLIS include/support/fund a statewide YA summer reading program on a regular basis like the Children's program. It would lend a measure of respect and inclusiveness to the middle/high-school-age readership. Also a statewide program would be extremely helpful to libraries, i.e. small, who have neither the librarian-power, time or the funds to operate such a program on their own. Plus, two heads are better than one, idea-wise.

OLIS Library Programs Staff Priorities for LSTA/Library Needs (3/29/02)

Attendance: 13 Library Programs Staff

1s:
- Continuing education for library staff because it underlies all service areas
- Common Interface and reciprocal borrowing for RI libraries
- continued funding for the OLIS library collection as a CE resource for the RI library community
- Services to underserved populations
  - People with disabilities
  - People on lower economic levels
  - Elderly
  - People with limited literacy and information skills
  - People who are new to this country (enhance cultural/foreign language collections)
- Resource Sharing -including all types of libraries

- Reach out to underserved
- Promote awareness of Talking Book Plus resources and services to social service agencies that provide services to visually impaired or physically disabled people
- Service to Blind
- Services to disabled individuals
    - develop grant programs for model library services to disabled individuals
    - Grant program for software to libs to make public access computers accessible to all users
    - Provide grants to libraries to build websites accessible (or at all) and provide a server
- Communication & resource sharing between all libraries and OLIS/strengthen networks
- Promote the best technology to deliver the best CE to library staff and trustees

2s:
- Homework Support
    - ILL
    - Shared Databases
    - Homework centers
    - Home-schoolers Services
    - 24hr. references/online reference
- Statewide database licenses
- Grant funding to develop foreign language collection
- Improving services at libraries thru CE for library staff and one-on-one assistance to libraries
- Database-on central website linking all libraries
- Awareness campaign on what library can do for your life/job
- Examine and assist in the development of new technologies helpful to visually impaired individuals – book store.com e books, (digitized media)
- Tech: Digital Media
- Technology CE for library staffs
    - pay for courses
    - develop and teach courses

3s:
- Continue to provide access to govt. info and encourage more info online
- Access to technology for lower income persons/underserved in public libraries
- Upgrade computers and Reads software to enhance patron services on an annual basis
- Provide an interface for all RI library resources (e.g. online catalog) to be available to the general public
- Literacy Programs-for adults and children alike
- Resource sharing among all library types of print and electronic materials
- Hiring a library outreach consultant
- Adaptive assistance equipment for public, library public access computers
- Family Literacy including Emergent Literacy and Reading promotion
- OLIS coordinated services
    - Grants
    - Partnerships

- Outreach
- ESL
- Summer Reading Program

4s:

- Wider support to people with disabilities
  - more than Talking Books
  - work with school and public libraries
  - learning disabled
- Technology training for RI Librarians
- Improved services to young adults-esp. a statewide summer reading program which need funding
- Technology-more computers in library
- Assist in the establishment and the development of the National Federation of the Blind Newsline program
- Literacy-(Adult and children) programs…English as a second language
- Statewide database licensing
- One interface for all library catalogs
- Financially support adult literacy programming in public libraries

COMMUNICATION PROCEDURES

Message	Stakeholders	Channel	Timing/Intervals	Feedback
Drafts of the Five-Year Plan	Library Board of Rhode Island, library directors, library professional organizations, user representatives	Published on state library agency website	Designated time for review and comment	Review and feedback
Final Five-Year Plan	Library Board of RI, all public, academic and special libraries and selected school libraries, users	Published on state library agency website	Available when approved by IMLS and throughout Five-Year period	Invite and log comments throughout period to use in Five-Year Plan
"Substantive" Revisions to the Plan	IMLS; other enabling stakeholders; functional input/output stakeholders affected by the revisions	E-mail followed up with copy on state library agency website	According to the LSTA: not later than April 1 of the fiscal year preceding the fiscal year for which the amendment will be effective. Replaces or amends Five-Year Plans	Approval of revision
Results/products/ Benefits of implementing the plan	All types of stakeholders, including users	Presentations/ meetings, print and electronic media, various reports	Publicize achievement of important milestone/result as required for reporting purposes	How stakeholders will use the information

APPENDIX B

LIBRARY AND MUSEUM RESOURCES IN RHODE ISLAND

Public Libraries: Rhode Islanders are served by 48 public libraries 24 branches, and 2 bookmobiles. Nine of the 39 cities and towns have more than one independent public library with separate boards. All of the public libraries, with the exception of one – a small and still developing neighborhood library – are members of the Cooperating Libraries Automated Network (CLAN). (See also "Resource Sharing Networks/CLAN", Appendix B-2)

Minimum Public Library Standards established by OLIS in 1983 were revised in 2000 with an effective date of July 1, 2003. By meeting these, public libraries qualify for state grant-in-aid funding.   All but the smallest public libraries receive an annual state grant-in-aid as a supplement to municipal funding, which provides the lion's share of public library support. Public libraries are also eligible for state construction funding. (See also "Major State Funding For RI Libraries", Appendix B-4)

Academic Libraries: Rhode Island has 11 colleges and universities. The majority of the library holdings of these institutions can be found in the Higher Education Library Network (HELIN) database, which represents the collections of nine colleges and universities. (See also "Resource Sharing Networks/HELIN", Appendix B-3)

Each of the academic libraries also is a member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL), a voluntary organization existing to promote cooperation and communication among its members.

School Libraries: Rhode Island has approximately 428 schools, including approximately 314 public schools. The most recent figures from the National Center for Education Statistics (*School Library Media Centers, 1993-1994)* indicate that there are 278 public school library media centers. School libraries also can join the Rhode Island Library Information Network for Kids (RILINK). (See also, Resource Sharing Networks/RILINK, Appendix B-3). Most school librarians belong to the Rhode Island Educational Media Association (RIEMA).

Special Libraries: There are approximately 45 special libraries in Rhode Island, including legal, religious, historical society, and government libraries. Many special librarians belong to the Special Libraries Association, Rhode Island Chapter.

Health Sciences and Hospital Libraries: There are approximately 16 Rhode Island health sciences libraries, hospital and academic libraries, that support the health information needs of physicians, nurses, researchers, and health administrators. Health sciences libraries have increasingly expanded their patron base to offer consumer health information and Internet training to the general public. The National Network of Libraries of Medicine (NNLM), a division of the National Library of Medicine, has established a network in order to support the training and development of medical librarians and health professionals. The network also supports the electronic infrastructure established for the rapid delivery of health information. The regional office for the NNLM is located at the University of Massachusetts Medical School and also offers health information training to public librarians in a six state region. Most health sciences librarians belong to the Association of RI Health Sciences Libraries (ARIHSL).

Institutional Libraries: Seven institutional libraries serve the State's incarcerated adults and youth, staff and patients at the State's hospital, staff and students at the RI School for the Deaf, and residents of the RI Veterans Home. Each of these libraries receives state funding in accordance with state law. (See also, "Major State Funding for RI Libraries/Institutional Library, Appendix B-5)

Museums: The 2002 *Rhode Island Visitors Guide* lists 29 unique museums located throughout the State including a children's museum in Providence. In addition, the Heritage Harbor Museum, which is collaborating with the Smithsonian Institution and 19 multicultural organizations, is scheduled to open in 2004.

Archives: In addition to the holdings of the RI State Archives and Public Records Administration, archival collections abound in Rhode Island's historical societies (over 80) and libraries. Chief among these are the Rhode Island Historical Society's Library of Rhode Island History, the Culinary Archives and Museum at Johnson and Wales University, the Newport Historical Society and Museum, the Redwood Library and Athenaeum, the Rhode Island Black Heritage Society, Brown University's John Hay Library, and the libraries of Rhode Island College, Providence College, and the University of Rhode Island.

RESOURCE SHARING NETWORKS

LORI: Established by the RI General Assembly in 1989 as the Rhode Island Library Network, the Library of Rhode Island (LORI) is the state multi-type virtual network comprising over 160 libraries. Administered and funded by the RI Office of Library and Information Services, LORI provides members with extensive statewide services including an interlibrary loan clearinghouse; statewide delivery of interlibrary loan materials for libraries, primarily for the CLAN, HELIN and RILINK networks; librarian access to FirstSearch databases, LSTA sub-grants, and access to the Statewide Reference Resource Center (SRRC) at the Providence Public Library. The statewide library delivery service, administered and funded by OLIS, is the most prized of benefits for LORI libraries.

All the public libraries are members of LORI. All of the academic libraries are also members of LORI, and participate in statewide delivery, making their collections available to all Rhode Islanders via interlibrary loan. School libraries, both public and private, are eligible to be members of LORI and to participate in the delivery service. Currently there are 47 school members, 29 of which receive delivery. Special libraries are also eligible to be members of LORI. Currently there are 18 special library members; 15 receive delivery. The five institutional libraries are members of LORI and all receive delivery.

CLAN: The Cooperating Library Automated Network is the automated resource-sharing network established for RI's public libraries. It is linked through a statewide communications network and an Epixtech, Inc. automated library system. CLAN provides high-speed Internet access to all member libraries; offers access to 4.1 million items owned by the 48 member libraries; circulates over 6.3 million items per year; has over 450,000 registered library card holders; and, handles approximately 1.5 million interlibrary loans annually. As of 2000, greater than 99% of RI residents have access to a CLAN library in their own communities. The CLAN database contains well over 90% of the state's public library holdings. The CLAN borrower's card serves as the statewide library card for Rhode Islanders.

The Providence Public Library is the host site of the CLAN system. CLAN is governed by a Membership Committee made up of one representative of each of its library members who elect a Chair, Treasurer, Secretary, and representatives of each of the four geographical areas of the state.

HELIN: The Higher Education Library Information Network provides online access to the library collections of RI's colleges and universities whose combined holdings exceed 2 million volumes. Users of the HELIN system participate in unmediated, patron initiated, online interlibrary loan service for books. HELIN is governed by a Management Committee made up of the chief librarians of the member institutions. Its host site is the University of RI.

Formerly 8 members with combined holdings of more than 2 million volumes, HELIN marked its ninth member with the addition of the Brown University Library in May, 2002. When Brown's participation is fully implemented, as is anticipated by September 2002, the scope of library materials available to students enrolled at most of the state's colleges and universities will double.

RILINK: The Rhode Island Library Information Network for Kids (RILINK) is an interactive, web-based union catalog of Rhode Island school library materials. The purpose of the union catalog is to facilitate resource sharing among member libraries. The union catalog software indicates the shelf availability of items in member libraries and provides for interactive interlibrary loans (ILL).

Currently there are 25 RILINK member libraries providing their 25,000 students and teachers access to over 300,000 books and materials.

At least one library media specialist who has signed the Member Agreement from each of the RILINK schools serves on the RILINK Governing Board: This includes Regional Collaboratives and public, parochial, and independent schools.

LIBRARY SCHOOL

University of RI Graduate School of Library and Information Studies: The Graduate School of Library and Information Studies (GSLIS) offers a program leading to the degree of Master of Library and Information Studies. The MLIS program is accredited by the American Library Association, and its school library media track is accredited by the National Association of State Directors of Teacher Certification (NASDTC) and the National Association for the Accreditation of Teacher Education (NCATE).

In addition to delivering courses at the Kingston and Providence campuses of the University of Rhode Island, GSLIS also offers courses at the University of Massachusetts (both Amherst and Boston campuses) and at the University of New Hampshire in Durham. The School currently has over 200 matriculated students in the master's program, nine tenured/tenure-track faculty, and 31 adjunct faculty members.

OTHER STATEWIDE SERVICE PROVIDERS

Statewide Reference Resource Center: In accordance with state law, the Providence Public Library is designated as the Statewide Reference Resource Center (SRRC). This reference and interlibrary loan service program is State-funded via OLIS. The goal of the program is to provide quality reference services to all member libraries of LORI and to all residents of Rhode Island. As SRRC, the Providence Public Library handles reference questions received from libraries and from RI residents via phone, fax, e-mail, and in-person; provides online library and remote access to full-text and other databases, and sponsors continuing education programs and workshops designed to inform Rhode Island library staff of the special resources and services of the library and to provide them with the skills needed to use these.

Talking Books Plus : Talking Books Plus (TBP), part of the Office of Library and Information Services, serves as the RI Regional Library for the Blind and Physically Handicapped.   It is part of the National Library Service (Library of Congress) national network. Its mission is to provide a public library collection for its customers who meet the standards of NLS for application for free service. Books and magazines in cassette format as well as play-back machines are provided directly by TBP.

Braille materials are available through an agreement with the Perkins Institute (Massachusetts Regional Library for the Blind), large print materials are provided to eligible homebound individuals through the Fuller Branch of the East Providence Public Library and descriptive videos are provided to eligible individuals through the Lincoln Public Library. A contract with TechACCESS of Rhode Island, which provides assistive technology information and services to Rhode Islanders, has aided OLIS in providing information valuable to libraries and residents.

MAJOR STATE FUNDING FOR RHODE ISLAND LIBRARIES

The State of Rhode Island provides exceptional funding benefits to public libraries through a number of mechanisms, based on the requirement for support stated in Article XII of the Rhode Island Constitution and RI General Laws 29-6 as noted below:

STATE AID TO LIBRARIES

29-6-2. Public library services. – For each city or town, the state's share to support local public library services shall be … equal to at least twenty-five percent (25%) of the amount appropriated and expended in the second preceding fiscal year by the city or town from local tax revenues.

Grants for the current year and past three years were:

FY2003	**$5,718,385**
FY2002	**$5,404,168**
FY2001	**$5,085,640**
FY2000	**$4,854,729**

29-6-7. State supported institutions.
– For each state supported residential institution and the school for the deaf, the state's share under this program to support library services for residents or students shall be …equal to at least twenty-five percent (25%) of the amount appropriated and expended in the second preceding fiscal year by the institution, for operating expenditures to support library services for residents or students

Institutional Library (serving as the public library for their residents) grant-in-aid current and three-year history:

FY2003	**$34,250**
FY2002	**$34,250**
FY2001	**$34,250**
FY2000	**$17,125**

29-6-9. Rhode Island library network
29-6-9(3)(b)(1)
Grants for the **Statewide Reference Resource Center** at the **Providence Public Library** for the current and past three years were:

FY2003	**$880,110**
FY2002	**$880,110**
FY2001	**$880,110**
FY2000	**$822,484**

Public Library Construction Reimbursement Program

The Rhode Island Statewide Library Program was activated July 1, 1964 in response to a heightened interest in statewide library cooperation and federal legislation that became the Library Services and Construction Act (LSCA). The construction aspect of the LSCA was considered an intrinsic part of improving library service, and the Rhode Island Public Library Construction Reimbursement Program began in 1965. That year eight library construction projects received a total of $176,000 in state funds and $239,000 in federal funds. The state program, which at the time was one of only two state programs providing funds for library construction, was continued in 1966. In 1967 the Rhode Island library law was amended to include construction reimbursement funding over a twenty-year period.

The Public Library Construction Reimbursement Program has expanded considerably over the years, with state aid for library construction projects increasing from $675,000 in the 1960's to $15,000,000 in the 1980's. In 1990, the program was put on hiatus as a result of state budget cuts.

Governor Lincoln Almond reinstated the program in 1998. New rules and regulations were developed by the OLIS and the Library Board of Rhode Island (LBRI.) The program currently reimburses up to 50% of the eligible costs of library construction projects, including construction costs up to $150 per square foot for new construction and $125 per square foot for renovations. Other eligible costs include architectural and consultant fees, site acquisition costs, furnishings, and equipment. In state fiscal year 2002, the program reimbursed a total of $2,061,097 to 19 libraries for projects that were completed between 1987 and 2001. Three libraries have recently completed construction projects, and at least 12 projects are planned in the next three years. Since the program began in 1965, over $31,000,000 in governmental support been committed to construction projects.

Recent state **public library construction reimbursement** grants have been:

FY2003	**$2,242,084**
FY2002	**$2,061,097**
FY2001	**$2,024,688**
FY2000	**$1,580,59**

APPENDIX C

RESOURCES USED IN DEVELOPING RHODE ISLAND
FIVE-YEAR PLAN 2003-2007

ALA, OITP Policy Brief: *Libraries and the Digital Divide*
http://www.ala.org/oitp/digitaldivide/brief_dd_libraries.html

"Are Urban Families Better off Today than 10 Years Ago?" By Scott MacKay 5/26/02
http://www.projo.com/news/content/projo_20020526_census26.2314a.html

Digital Divide Network
http://www.digitaldividenetwork.org/content/sections/index.cfm

Federation for American Immigration Reform (FAIR)
http://www.fairus.org/html/042ri702.htm

"In the '90s Education Lifted Many People Higher" by Scott MacKay and Bruce Landis 5/22/02
http://www.projo.com/news/census/

Kids Count Factbook 2001
http://www.rikidscount.org/2001.html
www.rikidscount.org/diversity.html

A Nation Online, published online Feb. 2002
http://www.digitaldividenetwork.org/content/sections/index.cfm

Online Content for Low-Income and Underserved Americans: An Issue Brief by the Children's Partnership with support from the Markle Foundation, published online 2002
http://www.contentbank.org/TCP-OnlineContent.pdf

RI Disability Chartbook 2000
http://www.healthri.org/family/chartbook.pdf

Rhode Island Computer Ownership Doubled between 1994 and 2000, but Still Falls Behind New England and the Country (Taubman Center for Public Policy, Brown University)
http://www.insidepolitics.org/policyreports/computers2000.html

U.S. Census
    Quick facts
    http://quickfacts.census.gov/qfd/states/44000.html

    Model-Based Income and Poverty Estimates for Rhode Island in 1997
    http://www.census.gov/hhes/www/saipe/estimate/cty/cty44000.htm

United Way of Southeastern New England, The Facts (In Rhode Island) Online
http://www.unitedwaysene.org

OFFICE OF LIBRARY AND INFORMATION SERVICES RESOURCES

LORI Committee Databases Working Group Preliminary Survey Results --survey conducted in July, 2001 http://www.lori.state.ri.us/lori/LoriComm/WorkGroup/Database/distrib.htm

Investing in Our Communities in Rhode Island; an evaluation of Rhode Island's Five-Year LSTA Plan FY1998-2002 (April 2002)
http://www.lori.state.ri.us/5yplan/lstaeval.pdf

New Possibilities: Rhode Island Libraries for the Next Millenium. Prepared for The Coalition of Library Advocates by Leslie Burger, Library Development Solutions, April 1999.
http://www.lori.state.ri.us/libstudy/default.htm

Report of RILA's Blue Ribbon Committee on the Burger Report to the Library of Rhode Island (January 10, 2000)
http://www.lori.state.ri.us/libstudy/BRCreport.htm

Results of the Focus Groups, Open and Public Meetings and Online Forum for LSTA held February-April 2002.

Survey of Rhode Island Public Libraries re Services to Individuals with Disabilities (2001)

Survey of Talking Books Patrons (annual) Jan./Feb. 1998-2002

Survey on Use of Libraries by Individuals with Disabilities (Feb. 2002)

Elements to be monitored	Participants in process	How Monitoring will be accomplished	When/ How Often?	Revisions/ Corrective Actions
Mission Statement	Library Services Staff, Library Board	On-going observation, discussion and review	Annual	Revisions approved by Library Board and reported to IMLS
Needs Assessment, Goals, Objectives, Strategies	Library Services Staff, Library Board, Subgrantees, Library Community	Observation; Trend Review and Analysis; Recommendations from library community; Review of grant activity patterns; Findings from pre- and post-grant visits; Analysis of pre- and post-grant data; Review of final grant evaluations	Continuous monitoring, print surveys, web-based surveys, interviews, focus groups etc. as needed	Revisions to be reviewed by Library Services Staff and Library Board Planning & Budget Committee, submitted for approval to the Library Board, and reported to IMLS
Evaluation Plan Data & Outcomes	Library Services Staff, Subgrantees	Observation of conditions in library community; Analysis of relevant comparable statistics for Rhode Island; Analysis of data required by the evaluation or needed to obtain a full picture of the LSTA program impact; Review of final grant evaluation	Continuous monitoring; print surveys, web-based surveys, interviews, focus groups, etc. as needed	Revisions to be reviewed by Library Services Staff, submitted for approval to the Library Board, and reported to IMLS
Financial Data	Library Services Staff, Subgrantees Dept. of Admin., Central Business Office	In conjunction with quarterly and annual reports	Quarterly reports; Annual review	Action by library services staff as needed to resolve issues with subgrantees
Reporting	Library Services Staff, Library Board	Assessment and consolidation of all information noted above	Annual reports at the end of the five-year cycle; other data submitted in a timely manner as requested by IMLS	Action by staff as needed to resolve issues with IMLS